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ABSTRACT

To gather curriculum planning information, the Research, Planning and Development Division of Milwaukee Area Technical College (MATC) conducts student surveys biennially. Responses of 579 MATC students enrolled in consumer and hospitality services division (CHSD) programs to the 1994 survey were compared with those of the 5,071 students constituting MATC's overall student population. Special attention was paid to students' reasons for attending MATC, educational background, major objectives for taking courses at MATC, and student status. Compared to the overall student population, the CHSD students were more likely to be female, have a lower average family income, have chosen MATC based on program rather than on schedule and/or cost, already have a vocational diploma/certificate, and be a full-time student. For both groups, the three biggest factors influencing their decision to attend MATC were the following: class schedule; printed mailed materials, and parents, relatives, and current/former MATC students. The following were among the study recommendations: (1) each program in the CHSD should be promoted to the entire MATC service area; (2) brochures/printed materials should reflect diversity of students and successful graduates; and (3) programs should address students' and industry's need for short-term programs providing skills facilitating employment. (The bibliography contains 11 references. Appended are key study findings and recommendations.) (MN)

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COMPARISON OF RESPONSES ON THE 1994 BIENNIAL STUDENT SURVEY BY THE CONSUMER AND HOSPITALITY SERVICES DIVISION AND OVERALL STUDENTS OF THE MILWAUKEE AREA TECHNICAL COLLEGE

Research Methodology

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U.S. DEPARTMENT OF EDUCATION
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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

January, 1995

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COMPARISON OF RESPONSES ON THE 1994 BIENNIAL STUDENT SURVEY BY THE CONSUMER AND HOSPITALITY SERVICES DIVISION AND OVERALL STUDENTS OF THE MILWAUKEE AREA TECHNICAL COLLEGE

by

Marietta M. Advincula-Carpenter

January, 1995

The occupational programs in the Consumer and Hospitality Services Division (CHSD) have always been the target of close scrutiny by various administrators for the following reasons (a) small FTE, (b) low-paying jobs of graduates, and (c) programs with low employment rate. The problem is that the student surveys and some other statistical data from the RPDD have not been studied to compare CHSD students with the overall students of MATC in terms of (a) reason for attending MATC, (b) educational background, (c) major

objective(s) for taking courses at MATC, and (d) student status.

This study was based on the 20th biennial student survey at MATC. The purpose of the study was to compare the responses of the CHSD students with those of the overall MATC students to help establish the importance of the CHSD occupational programs as part of MATC's goal to serve its customers in the Milwaukee area.

The research question was "What are the differences in the responses between the CHSD and overall MATC students on selected questions?" Hence the research hypothesis was: based on responses on the selected questions from the student survey, the occupational and educational motivation of CHSD students are not different from the overall MATC students.

The percent responses of the CHSD and overall MATC students were compared using the z test, a 0.01 level of significance, and two-tailed region of rejection based on the ± 2.58 critical value of z.

The results of the study provided some data that seemed to demonstrate different characteristics and needs of students in the CHSD compared with the overall

students at MATC. However, further study of the survey should be done by other academic divisions to compare their students' response with the overall MATC students as well as a comparison of student responses from the various occupational divisions. Recommendations for implementation of some activities to market and plan occupational programs were included in the report.

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Chapter 1

INTRODUCTION

The Research, Planning and Development Division (RPDD) of Milwaukee Area Technical College (MATC) conducts student surveys every even year on the eighth week of the Spring semester. Some of the items on the questionnaire elicit responses that can be useful in making curricular decisions.

Nature of the Problem

The occupational programs in the Consumer and Hospitality Services Division (CHSD) (Appendix A) have always been the target of close scrutiny by various administrators for the following reasons (a) small FTE, (b) low-paying jobs of graduates, and (c) programs with low employment rate. The problem is that the student surveys and some other statistical data from the RPDD have not been studied to compare CHSD students with the overall students of MATC in terms of (a) reason for attending MATC, (b) educational background, (c) major objective(s) for taking courses at MATC, and (d) student status.

Purpose of the Study

This study was based on the 20th biennial student survey at MATC. The purpose of the study was to

compare the responses of the CHSD students with those of the overall MATC students to help establish the importance of the CHSD occupational programs as MATC serves its customers in the Milwaukee area.

Significance to the institution

Programs in the CHSD have been considered as less important than other occupational programs because they are generally associated with home economics, traditionally female, and are viewed as less technical and usually generate low paying jobs. The Director of the RPDD observed in the various program evaluations within the CHSD he has completed, that the advisory committees of the CHSD are very supportive of its occupational programs (personal communication, August 10, 1994). The comparison of CHSD students with the overall MATC students would help establish the status of the CHSD programs. The results of the study would also assist the CHSD administrators and faculty to design relevant programs as well as develop recruitment strategies.

Relationship to seminar

This practicum was directly related to the Research Methodology seminar in that statistical inference was used to determine if there was a

significant difference between the responses on the 1994 biennial student survey of the CHSD and overall MATC students on selected questions.

Research Question

The purpose of this study was to compare the responses of CHSD students with those of the overall MATC students on the student survey. The research question was "What are the differences in the responses between the CHSD and overall MATC students on selected questions?" Questions numbered 1 to 20 the questionnaire were selected for the purpose of this study (Appendix B).

Research Hypothesis

Based on responses on the 20 questions from the student survey, the occupational and educational motivation of CHSD students are not significantly different from the overall MATC students.

Definition of Terms

The following definitions are provided to eliminate confusion and to provide a uniform operational definition of specific terms.

CHSD students. All students who marked their major area of study in the Consumer and Hospitality Services division and the Service Occupations. The

programs in these areas are shown in Appendix A.

College transfer. Courses taken from the Liberal Arts and Sciences division that will transfer to four-year colleges and universities.

College Transition. The developmental programs that help students develop or upgrade certain skills i.e., basic skills, adult high school, GED, English as a Second Language, and career exploration courses.

Dependent variables. Responses on the items of the 1994 biennial survey.

Independent variables. The CHSD associate degree and diploma occupational programs (Appendix A).

Overall students. All students who responded to the survey when it was administered in the Spring Semester of the academic year 1993-94.

1994 biennial student survey. The MATC Day and Evening School Student Questionnaire developed and administered by the Research, Planning and Development division every even year.

Job out. A student interrupting the completion of his/her occupational program to work in the industry given the skills acquired to date.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

A review of literature show some studies somewhat related to the purpose of this study - to compare the responses on a student survey of a given student population enrolled in specific occupational programs to the overall student population of a college. Armistead, Pendleton & Vogler (1987) show that graduates and leavers in occupational programs took more than the required general education in their programs. In a later study, Armistead et al. (1987) find that this pattern seems to take place even in a rural two-year community college.

In 1988, Hollenback studied some general decision making behaviors of students from public and non-profit institutions offering occupational programs. The study does not show correlation between the decision making behaviors and with the choice of occupational programs. Earlier, in 1987, the Maryland Community Colleges 1986 Program Evaluation Report included data on student trends and characteristics which also does not show any comparison between groups of students and the overall students of the college. However, in 1990, Fadale

reports that students tend to enroll in colleges based on a positive college environment. A similar study in Connecticut (1990) shows that besides the increase of part-time students, more female are enrolled in the community colleges and less in the technical colleges.

Tien & Lin (1994) find that in Taiwan, the parental influence on educational choices and career aspirations of students is very important. The parents decide for their children to attend or not attend vocational schools. They suggest that because the concept of vocational education is associated with low social status, greater attention is needed to win the trust of parents in any occupational program promotions.

More recently, Thompson & Young (1990) show some relationship between enrollment objectives of students, satisfaction with programs among other indicators in his study. Similarly, Baldwin (1990) reports a survey at Miami-Dade Community college which correlates pre-program interests of students and the enrollment trend on each of the college's occupational programs.

The La Follete report on the growth of business services in Wisconsin by Nichols (1993) provide information that would influence students in making

occupational program choices. The report discuss the employment trends of various occupations including personal services where most of the occupational programs in the CHSD fit in. The inclusion of employment trends in promotional materials for each of the program in all probability, may assist students in making occupational program decisions.

Summary

Although it seems apparent that most studies are done on enrollment trends and demographic data of students, it seems significant to consider other factors that could influence decision making in occupational program promotions and planning. This study will provide some information that will identify some predictors for choosing programs included in the CHSD at MATC.

Chapter 3

METHODOLOGY AND PROCEDURES

Procedures

The study was conducted using five procedures. First, a further search of the literature was conducted to find studies on areas related to the research question and purpose of the study. Second, the research methodology was used to analyze and report the results of the study.

Third, a committee of experts was convened to review the report of the Dean of CHSD based on her analysis of the results of the survey. The Dean analyzed and used the results of the survey in setting realistic goals in her divisions's strategic planning activities to review, modify, expand, delete and develop programs and plan recruitment efforts. The report was based on significant difference(s) between the responses on the 1994 biennial student survey of the CHSD and overall MATC students on the 20 questions selected by the Dean of CHSD for the study. The report also included recommendations for divisional implementation.

The formative committee consisted of the Assistant Director of the Research, Planning and Development

division, and two Associate Deans from the CHSD (Appendix B). This committee reviewed the report of data analysis and the recommendations for divisional implementation. The recommendations included but were not be limited to the use of the results in program planning and student recruitment.

Fourth, the draft report and recommendations were reviewed by a summative committee to validate the recommendations for feasibility. This committee consisted of the Executive Vice President who is also the Chief Academic Officer (CAO) of MATC, the Director of RPDD, the Dean of Instructional Design and three faculty from the CHSD (Appendix C).

Fifth, the final recommendations were turned over to the Dean of CHSD for implementation and dissemination.

Data Collection

Description of Population and Sample

There were 5,071 students who responded to the 1994 biennial student survey conducted in the Spring semester of the academic year 1994-1995. Of those who responded, 579 indicated they were students of the Consumer and Hospitality Services and Service Occupation Programs. The 5,071 students made up the

population for the study and were also referred as the overall MATC students. The 579 students made up the sample of the study and were also referred as the CHSD students.

Instrument

The survey was conducted on the Wednesday of the eighth week of the Spring semester of the 1993-1994 academic year to all students attending classes scheduled at 10:00 a.m. of that day and at 6:30 p.m. on Tuesday and Wednesday using the MATC Student Survey Questionnaire (questionnaire). The questionnaire was the same instrument used by MATC in the last 15 years. Except for some updates, the content of the instrument has remained the same over the years.

The student survey was conducted by the RPDD every even year on approximately the same time, day and week of the Spring Semester. The Director of the RPDD, claimed that the instrument has been tested for validity and reliability (personal communication, September 27, 1994). A copy of the instrument is found in Appendix D.

The overall student respondents served as the control group while the students who identified themselves in the Consumer and Hospitality Services and

Service Occupation program served as the experimental group for this study.

Scoring and Data Presentation

The questionnaire consisted of 55 questions. For the purpose of this study, only the first 20 questions were used and analyzed. The responses were reported as percentages of responses.

Data Analysis

Null Hypotheses

The null hypotheses of the study was that there were no significant differences in the responses on the 1994 biennial student survey of CHS and overall students at MATC on the first 20 questions of the questionnaire as follows:

1. What is your sex?
2. What is you age?
3. What is your present marital status?
4. How many dependent children do you have living with you?
5. Would you use child care services if it were available at or near the campus you attend (fees based upon costs)?
6. What is your annual family income?

7. To which ethnic group do you belong?

8. Which one language do you usually speak at home?

9. How many hours per week are you employed?

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

11. Do you consider yourself to be physically handicapped?

12. Which one of the following best describes why you chose to attend MATC?

13. Are you receiving student financial aid?

14. Which one of the following best describes how you most often get to MATC?

15. Which one of the following BEST describes your highest level of formal education?

16. Which one of the following MOST influenced you to attend MATC?

17. Which one of the following BEST describes your major objective for taking courses at MATC?

18. Which one of the following BEST describes the class you are in now?

19. In which instructional division is your major area of study?

20. Which one of the following describes you?

The details of the above questions are found in Appendix D. The remaining 35 questions, 21 to 55, are reported in Likert scale. These were opinion items responses and did not seem to effect program planning and marketing.

Alternative Hypotheses

The alternate hypothesis was that there were differences in the responses between the two groups on the first 20 questions of the questionnaire as listed above.

Statistical Test

The null hypotheses was tested using the z test of a proportion or fraction, ratio or percentage that indicates the part of the population or sample having a particular trait of interest at the 0.01 level of significance. The z test provides a useful measurement for making comparisons between different sets of data such as percentiles which are measures of position useful for comparing different sets of data (Triola, 1989). The 0.01 level of significance was used because n = >500, and ±2.58 as region of rejection.

The population was the overall students of MATC and the sample was the Consumer and Hospitality Services and Service Occupation Program students. Based on the level of significance used, 0.01, the two-tailed region of rejection was ± 2.58.

Assumptions

For statistical purposes, it was assumed that the population provided responses that were statistically measurable. For this study it was further assumed that the formative and summative committees had the expertise to review and validate the report of the Dean of CHSD drawn from the results of the survey. The two committees made the recommendations to the Dean of CHSD for implementation. It was also assumed that similar studies have not been done.

Limitations

The results of this study were limited to the student population at MATC. The expert committee's recommendations were limited to the Consumer and Hospitality Services Division.

Chapter 4

RESULTS

The literature was further searched for similar studies that would validate the study. There was an apparent dearth on information and data that related student survey with students' educational and occupational program choices in programs similar to those offered by the CHSD.

The Dean of the CHSD met with the Assistant Director of RPDD, to discuss the results of the 1994 Student Survey her division prepared and presented to the MATC Dean's Council. The CHSD Dean convinced the Assistant Director of RPDD that further evaluation of the data would provide information for more relevant and targeted program planning and student recruitment.

Encouraged by the meeting with the Assistant Director of RPDD, the Dean took the responses expressed as percent of responses of the overall MATC and CHSD students. A comparison was made using the z test given that the sample size was large. The result of the statistical test demonstrated some critical similarities and differences in the responses of the two groups that she felt could be used to plan programs and recruitment strategies.

The data, reported as percent responses of the population and sample was tested at the 0.01 level of significance. Since the hypothesis was nondirectional, the region of rejection was two tailed. Given that the critical value of z form the dividing point or points between the region where either the null hypotheses are rejected or accepted, it was determined that the area between zero and the critical values of z were found by distributing $\alpha = 0.01$ equally between the two tails to 0.4950 area in each tail (0.5000 - 0.0050) which then gives a ± 2.58 critical value of z. Hence the rejection of the null hypotheses or acceptance of the alternate hypotheses were based on the computed values of z that fell within the critical region or beyond $z = \pm 2.58$.

Tables 1 to 9 show the computed values of z when the responses of the two groups were compared. It will be noted that the tables reflect the analyses of responses of the 20 questions from the survey.

The analyses of the responses on the 20 questions, Tables 1 to 9 seem to indicate no significant differences in the responses of the two groups in questions #2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 14, and 16. The test statistics showed sufficient evidence to warrant the acceptance of the claim that there are no

differences in the responses between the overall MATC and CHSD students. Question #6 was not statistically tested and was reported as a mean difference of average income of the two groups and the difference in the average income. Question #19 served as an identifier question to sort students from the various academic divisions at MATC. Questions #1, 12, 15, 17, 18, and 20 revealed sufficient statistical significance in the responses in some items, of the two groups as shown in Tables 1 to 9, to warrant rejection of the claim that there are no differences in the responses between the overall MATC and CHSD students on some of the items in these question items.

Table 1 shows the various questions that address the demography of the two groups. Of the nineteen demographic items, only the gender item demonstrated a statistical significance. CHSD seems to show more female students. Except for the gender item, based on the computed values of z, evidences show that the null hypotheses on the other demographic items is acceptable while the null hypothesis on the gender item is rejected.

Table 1

Percent Responses from the Overall MATC and CHSD Students: Demography

Question item	Overall	CHSD	Computed value of z
1. Female	54.4	60.4	2.9177
2. Male	45.6	39.6	-2.9177
3. Mean Age	29.9	30.5	0.6
4. Married	33.0	33.5	0.2585
5. Never Married	53.0	54.2	0.5800
6. No Dependent Children	58.0	60.3	1.1211
7. One or Two	30.0	27.9	-1.0883
8. Three or More	12.0	11.8	-0.1682
9. Would Use Child Care	41.3	42.5	0.5784
10. Mean Annual Income	$22,320	$21,360	($960)
11. African Am	19.1	21.9	1.7388

(table continues)

Question item	Overall	CHSD	Computed value of z
12. Am-Indian	1.4	0.9	-1.0074
13. As-Pac Is	4.9	4.8	-0.0210
14. Hispanic	4.9	3.8	-1.2109
15. White	67.4	66.5	-0.4760
16. Not employed	26.5	29.7	1.7519
17. Mean weekly hrs employed	32.0	32.5	0.5000
18. Experienced discrimination	13.0	16.2	2.2913
19. Physically Disabled	6.5	6.2	-0.2692

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value = ±2.58

Table 2 shows no significant difference between the two groups. While both groups show that English is the predominant language spoken at home, the calculated values of z show evidence to accept the null hypothesis.

Table 2

Percent Responses from the Overall MATC and CHSD Students: Languages Spoken at Home

Question item	Overall	CHSD	Computed value of z
1. African	0.5	0.2	-1.0788
2. Asian	5.0	5.8	0.8684
3. English	90.0	91.2	0.9299
4. Spanish	2.0	1.7	-0.5248

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

Table 3 shows that the CHSD students did not find time and cost as important reasons to choose MATC but considered program as an important reason to choose MATC compared to the overall students. Both groups seemed to consider location, program and financial aid availability as the important reasons to choose MATC. The computed values of z show evidences to accept the null hypotheses on the location, reputation, course and receipt of financial aid as reasons to choose MATC but

reject the null hypotheses on the time, cost and program as reasons to choose MATC.

Table 3

Percent Responses from the Overall MATC and CHSD Students: Reasons for Choosing MATC

Question item	Overall	CHSD	Computed value of z
1. Location	15.0	14.8	0.0329
2. Time	5.4	2.8	-2.7678
3. Cost	22.5	16.0	-3.7253
4. Reputation	4.5	4.4	-0.0126
5. Course	16.1	19.0	1.9037
6. Program	34.5	41.8	3.6993
7. Received fin aid	31.1	32.3	0.6320

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

When asked how the students travelled to MATC, Table 4 shows no significant difference on the

responses of both groups. The result also shows that both groups seemed to predominantly travel by car. The computed values of z show evidences to accept the null hypotheses on this particular question.

Table 4

Percent responses from Overall MATC and CHSD Students:Transportation

Question item	Overall	CHSD	Computed value of z
1. Auto	81.4	80.5	-.0.5748
2. Bus	14.9	15.7	0.5478
3. All Other	3.7	3.8	0.1515

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

In terms of highest level of education, except for a vocational certificate or diploma, Table 5 shows that the computed values of z show evidence to accept the null hypotheses on the rest of the choices under this question. There seems to be evidence to show that CHSD

students who come to MATC are more likely to hold occupational diploma or certificate. As demonstrated in Table 6, students in the CHSD programs are less likely to seek credits for college transfer or merely to enroll in basic general education, high school or GED credits. The computed values of z show evidence to reject the hypotheses on the vocational certificate/diploma as highest level of education as shown in Table 5, as well as the credits for transfer, vocational certificate/diploma and basic general education, high school and GED as chief objectives in attending MATC shown in Table 6. Tables 5 and 6 show evidence to accept the null hypotheses on each of the other items.

It is interesting to note that both groups showed high school/GED and 1 to 30 college credits as their highest level of education. Additionally, it seemed apparent that the desire to acquire an associate degree and skills for new jobs were listed as the most likely chief objective in attending MATC.

Table 5

Percent Responses from the Overall MATC and CHSD Students: Highest Level of Education

Question item	Overall	CHSD	Computed value of z
1. <8th grade	8.2	6.4	-1.5502
2. HS or GED	26.4	29.7	1.7940
3. Vocational Cert/Dip	4.6	6.9	2.6728
4. 1 to 30 college cr	25.1	22.5	-1.4562
5. 31 to 60 College Cr	14.2	15.0	0.5777
6. >61 Col Cr	6.6	6.2	-0.3642
7. Associate Deg	6.1	5.0	-1.0978
8. Bachelor or Graduate Deg	7.6	7.7	0.0050

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

Table 6

Percent Responses from the Overall MATC and CHSD Students: Chief Objective in Attending MATC

Question item	Overall	CHSD	Computed value of z
1. Associate Deg	37.0	40.6	1.7795
2. Skills for new job	15.2	14.3	-0.5776
3. Credits for Transfer	11.5	6.5	-3.7570
4. Improve skills for present job	7.6	6.0	-1.4234
5. Vocational Dip/Cert	7.4	11.0	3.3287
6. Basic General Ed, HS, GED	10.6	6.8	-2.9428

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

Table 7 shows evidence to reject the null hypotheses on the items in this particular question. However, both groups seemed to agree that class schedule and mailed materials, parents/relatives and current and former students were the biggest influences in their attending MATC. There was evidence to show reason to accept the null hypotheses on the items in this question.

Table 7

Percent Responses from the Overall MATC and CHSD Students: Biggest Influence to Attend MATC

Question item	Overall	CHSD	Computed value of z
1. Class Sch/Mail	27.7	29.0	0.7134
2. Parent/rel	18.8	17.4	-0.8421
3. MATC student	16.9	18.5	1.0343
4. Employer	10.6	10.4	-0.1943
5. Media publicity	6.9	7.0	0.1386

(table continues)

Question item	Overall	CHSD	Computed value of z
6. Social Service Agency	5.0	3.8	-1.3518
7. HS Counsellor	4.6	5.2	0.6519

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

Table 8 seemed to demonstrate that CHSD students were more likely to be in vocational programs and less likely in a college transfer program. These evidences seem to support the results shown in Tables 5 and 6. Both groups showed that the students were more likely in an associate degree program. There is reason to reject the null hypotheses on the items in this particular question except for the college transfer and vocational program items.

Table 8

Percent Responses from the Overall MATC and CHSD Students: Level of Class Student was in while completing survey

Question item	Overall	CHSD	Computed value of z
1. Associate Deg	43.6	41.7	-0.9364
2. College Trans	15.3	9.9	-3.6402
3. Vocational	13.3	24.7	8.0739
4. Adult HS	10.7	8.0	-2.1331
5. Adult Cont'g Ed	5.9	5.7	-0.0414
6. Apprentice	4.3	3.3	-1.2052

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

Finally, Table 9 shows evidence that CHSD students are more likely to take full-time credit and less likely to take part-time credit loads. Full-time students carry 12 or more credits. The computed value of z on the items in this question shows reason to

reject the null hypotheses on the full-time and half-time items but accept that which pertains to less than half-time credit load.

Table 9

Percent Responses from the Overall MATC and CHSD Students: Current Credit Load

Question item	Overall	CHSD	Computed value of z
1. Full Time	38.0	44.1	3.0010
2. Half-Time	30.1	25.0	-2.6708
3. <Half-Time	29.0	30.1	0.5761

Note. Level of significance = 0.01, region of rejection = two-tailed, critical value of z = ±2.58

Based on the results of the statistical analysis, the Dean wrote a report and recommendations for program planning and recruitment for implementation for the strategic planning process the CHSD is doing in preparation for the FY 96 budget, Appendix E, CHSD Dean's Report and Recommendations based on the 1994

MATC Student Survey. The Dean met separately with the members of the formative committee to discuss and review the report and recommendations. With the collective input from the formative committee, the Dean reviewed the revised report and recommendations with the members of the summative committee separately also. The meetings with members of the formative and summative committees were done separately because it was difficult to find a common time for everyone to meet.

Finally, the Dean incorporated the input of the members of the summative committee in the draft and the final report and recommendation as found in Appendix E. This report will be used as the basis for the strategic planning of the division in February and March of 1995 as they build the division's goals in program planning and recruitment for the FY96 budget and Academic year 1995-1996.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The results of the study provided some data that seemed to demonstrate different characteristics and needs of students in the CHSD compared with the overall students at MATC. The CHSD students are more likely (a) to be female, (b) to choose program as a reason to choose MATC, (c) to already have a vocational certificate or diploma but are still interested in pursuing vocational certificate/diploma occupational programs (d) to be in a vocational program at the time the survey was taken, (e) full-time and (f) to have a lower average family income compared to the overall MATC students. In contrast, the CHSD students are less likely (a) to be male, (b) concerned with time and cost of the program as reasons for choosing MATC, (c) to take credits for college transfer and to be in college transfer courses at the time of the survey, (d) to seek basic general education, high school or GED as chief objectives in attending MATC, and (e) to be half-time compared with the overall MATC students. Both groups seemed to agree that class schedule, printed mailed

materials, parents and relatives and current and former MATC students are the entities that most influenced them to attend MATC.

The apparent predominance of female students in the CHSD is not a surprise given that traditional female home economics programs are housed in the division e.g., Child Care and Development, Barber/Cosmetology (diploma and apprenticeship), Dietetic Technician, Dietary Manager, Alteration and Textile Services, Interior Design (associate and diploma programs), and Human Service Associate. There are five programs in the CHSD that are traditionally attract male students, i.e., Hotel/Hospitality Management, Environmental Services Management, Culinary Arts (Cook Apprentice), Food Service Production, and Baking Production. The industry for each program reflects the same demography on gender.

The trend in the CHSD students interests seems to be in the vocational diploma and certificate or short range training program to acquire skills for immediate employment. Those who already have vocational diploma/certificate seems to come back for more skills training in the same occupational program format - short term programs which show track records of

employment. Although the jobs from the majority of the CHSD programs are in the low-paying category, they are service jobs which are needed in the society, hence the employment outlook is good. According to Nichols (1993) in a report on the growth of business services in Wisconsin, Personal Services which include the occupations in child care, barbers, cosmetologists, cooks, tailors, hotel and hospitality industry, building services, social services, health (dietetic technician) appear to show strong and positive outlook in the next millennium. The study also seems to indicate that students choose programs that will provide a job that they personally like regardless of pay. This seems to agree with the observation that CHSD students appeared to have a lower average family income.

The significant number of CHSD students who take part-time credit loads seems to agree with the observation that they are looking for short term programs that will provide them skills for immediate employability. It could be implied from this observation that the jobs from the CHSD programs are entry jobs in the work place to satisfy immediate needs.

The final observation is the role of class schedules, mailed printed materials, parents, relatives, former and current MATC students in influencing MATC students including the CHSD students to attend MATC. The various departments of the CHSD programs are active in sending program and schedule information in the mail to the community. As indicated in the study done by Tien and Lin, the division may need to tap the parents, relatives, and former and current students in its recruitment strategies. Although Thompson & Young (1990) and Baldwin (1990) reported a study done in their institutions on enrollment, there is a lack of data on students in programs similar to those in the CHSD.

Conclusions

Program planning can drive recruitment in the CHSD. As the CHSD works on its strategic planning to review its various programs and recruitment, it may be worthwhile to include variable entry and exit ramps in programs to allow for job out for students who are keenly interested in short term skills acquisition. The variable access and completion from a program may help recruit students into the division. Male students may also be recruited in the program provided unisex

promotions are done. Finally, programs need to be delivered to meet the needs of part-time students which will continue to grow in the coming years. With technology driving educational delivery, programs must be sensitive to the needs of students who are unable to physically attend courses in the MATC campuses. Hence, distance learning program delivery may also enhance enrollment.

Implications

Some implications of the study include the development of occupational programs with curricula and enrollment management strategies that will help recruit and prepare the workforce of the 21st century. The results of the study will strengthen and improve the image of the occupational programs of the CHSD since the occupational programs that will be developed in the CHSD will address the needs of the full- and part-time students of the Milwaukee area community and the global workforce of the 21st century. The results and recommendations will assist the CHSD administrators and faculty to evaluate their programs in terms of student expectations.

Recommendations

Based on the results of the study, it seems logical for the administrators, faculty and staff of the CHSD to consider the following activities in their strategic planning activities for the year 1995 and beyond:

1. programs should be promoted as opportunities both for male and female students;

2. brochures and any other printed materials should include successful male, ethnic, handicapped, young and older graduates;

3. recruitment of diverse faculty should serve as models to students;

4. alternative program scheduling should include evening, weekend and late afternoon classes;

5. the division should promote the image of successful programs and advertise in targeted communities;

6. the associate deans should evaluate less successful program for possible modification, merging, or deletion e.g., length of program, associate versus diploma program, inclusion of diploma programs in the associate degree programs, develop short term certificate programs within existing programs;

7. program planners should seek input from the business and industry as programs are reviewed;

8. curricula should address the needs of students and the business and industry for occupational skills; and

9. recruiters should maximize the use of the mailed printed materials, parents, relatives and former and current CHSD students to recruit new students.

The results of future surveys should be analyzed to interpolate student needs in choosing CHSD programs. Curriculum planning and enrollment management strategies could be enhanced by using information from the survey. Positive student responses can be used as material for promotional tools. Academic divisions other than CHSD can use the data to improve the image of its various programs not only within the MATC community but also in the service areas of MATC. Finally, further study of the survey should be done by other academic divisions to compare their students' responses with the overall MATC students and a comparison of student responses from the various occupational divisions.

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APPENDIXES

Appendix A

Occupational Programs in the Consumer and Hospitality Services Division

Appendix D

MATC Student Survey Questionnaires

Appendix E

Dean's Report and Recommendations

Based on the 1994 MATC Student

Survey Questionnaire

The 1994 MATC Student Survey showed the following comparison between the CHSD and Overall MATC students:

1. CHSD students are more likely female;

2. CHSD students seems to have lower average family income;

3. CHSD students are less likely to choose MATC based on schedule and cost but more likely to choose MATC based on program;

4. CHSD students are more likely to already have a vocational diploma or certificate but still seemed to show interest to acquire additional vocational diploma or certificate for skills for a new job;

5. CHSD students are more likely in the vocational programs at the time the survey was taken;

6. CHSD students are more likely full-time;

7. the three biggest influences to attend MATC for both groups seemed to be - class schedule, printed mailed materials, parents, relatives, current and former MATC students.

Based on the above observations from the survey, it is recommended that:

1. each and specific programs in the CHSD should be promoted to the entire MATC service area;

2. brochures and printed materials should reflect diversity of students and successful graduates and mailed to targeted population;

3. marketing should be coordinated with the Marketing Division;

4. recruiters should encourage parents and relatives from community organizations as well as former and current MATC students to participate in recruitment programs;

5. programs should address the needs of students and industry for short term programs that will provide skills that will facilitate employment;

6. all programs should be reviewed for alternate delivery, multiple entry and exit and distance learning;

7. the division should develop short term vocational diploma programs related to the service industry.

Appendix A

Occupational Programs in the Consumer and Hospitality Services Division

MILWAUKEE AREA TECHNICAL COLLEGE
Consumer and Hospitality Services
Associate Dean Assignment

PROGRAM CODE		SUPERVISOR
10-109-1	Hotel/Hospitality Mgt	Paula Wasielewski
10-303-1	Dietetic Technician	Gus Kelley
10-304-1	Interior Design	Nina Jo Look
10-307-1	Child Care/Development	Barbara Cannell
10-309-1	Environ Serv Mgt	Paula Wasielewski
10-511-1	Culinary Arts	Gus Kelley
10-520-3	Human Services	Marietta M. Advincula
30-303-9	Dietary Manager	Gus Kelley
31-304-2	Interior Design Residential	Paula Wasielewski
31-303-2	Food Service Production	Gus Kelley
31-303-6	Baking Production	Gus Kelley
31-502-1	Barber/Cosmetology	Barbara Cannell
32-301-2	Alteration & Textile Serv	Paula Wasielewski
50-518-1	Cook Apprentice	Gus Kelley
50-502-1	Barber/Cosmet Apprentice	Barbara Cannell

Appendix B

Formative Committee

Dr. Teresa Kelley	Assistant Director, Research, Planning and Development
Dr. Paula Wasielewski	Associate Dean, Consumer and Hospitality Services
Dr. Nina Jo Look	Associate Dean, Consumer and Hospitality Services

Appendix C

Summative Committee

Dr. Dorsey Kendrik	Executive Vice-President, MATC
Dr. Keith Roberts	Director, Research, Planning and Development
Dr. Gail Cash	Dean, Instructional Design
Jean Dueling	Instructor and Department Chair, Dietetic Technician Program
Steve Kissler	Instructor and Department Chair, Culinary Arts Program
Marcia Arndt	Instructor and Department Chair, Alterationist and Textile Services Program

Appendix D

MATC Student Survey Questionnaires

DAY SCHOOL

[illegible] Please read item and fill completely [illegible]. When you have completed which responds to each. Blacken the corresponding [illegible] on the answer sheet with a NUMBER 2 PENCIL. [illegible] [illegible] [illegible]. Make no stray marks! Your may be unnecessary [illegible] [illegible] [illegible].

1. What is your sex?

   A. Male B. Female

2. What is your age?

   A. Under 18 E. 30-34 I. 45-54
   B. 18-19 F. 35-39 J. 55-64
   C. 20-24 G. 40-44 K. 65 or over
   D. 25-29

3. What is your present marital status?

   A. Never Married D. Separated
   B. Married E. Widowed
   C. Divorced

4. How many dependents children do you have living with you?

   A. 0 D. 3 G. 6
   B. 1 E. 4 H. 7
   C. 2 F. 5 I. 8 or more

5. Would you use child care services if it were available at or near the school you attend (free during class hours)?

   A. Yes B. No

6. What is your personal family income?

   A. Under $3,000 F. $25,000-$30,999
   B. $3,000-$9,999 G. $31,000-$34,999
   C. $10,000-$14,999 H. $35,000-$39,999
   D. $15,000-$19,999 I. $40,000-$49,999
   E. $20,000-$24,999 J. $50,000 or more

7. To which ethnic group do you belong?

   A. Asian D. Hispanic
   B. American Indian E. White
   C. Black

8. Which ONE language do you usually speak at home?

   A. English E. Vietnamese
   B. Spanish F. Other Asian Languages
   C. Lao G. Other European Languages
   D. Hmong H. African Languages

9. How many hours per week are you employed?

   A. I do not workover F. 25-29
   B. Less than 5 G. 30-34
   C. 5-9 H. 35-39
   D. 10-14 I. 40+0
   E. 15-19 J. More than 40

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

    A. Yes B. No

11. Do you consider yourself to be physically handicapped?

    A. Yes B. No

12. Which one of the following best describes why you chose to attend MATC?

    A. Location D. Reputation
    B. Time E. Course
    C. Cost F. Program

13. Are you receiving student financial aid?

    A. Yes B. No

14. Which one of the following best describes your highest level of formal education?

    A. Less than eighth grade graduate
    B. Eighth grade graduate but less than a high school graduate
    C. High school graduate or GED equivalent
    D. Vocational Diploma or Certificate
    E. 1 to 30 college credits
    F. 31 to 60 college credits
    G. More than 61 college credits but no degree
    H. Associate Degree
    I. Bachelor's Degree
    J. Graduate Degree

15. Which one of the following BEST indicates why is attending MATC?

    A. High school courses
    B. High school graduate
    C. MATC prerequisite(s) to your high school
    D. Personal interest/growth
    E. Pursue an entire curriculum
    F. Employer
    G. Improve my current job skills
    H. Radio, TV, billboard, or newspaper advertising
    I. Other individual or other personal choice to be

16. Which one of the following BEST describes your major objective for taking courses at MATC?

    A. Graduate basic educational competency skills
    B. Earn a high school diploma
    C. Prepare for the GED exam
    D. Earn a vocational certificate or diploma
    E. Work on associate degree
    F. Earn credits for transfer to a 4-year college
    G. Improve reading job skills
    H. Graduate skills for a new job
    I. Fulfill the prerequisites for an apprenticeship
    J. Personal fulfillment or enjoyment

17. Which one of the following BEST describes the class you are now in?

    A. Adult High School G. Apprenticeship (1000 hours)
    B. Apprentice
    C. Associate Degree (100 credits) H. Adult (100 or 400 hours in length after age determined
    D. College Parallel (100 credits)
    E. High School Completion
    F. Vocational (100 or 400 credits) I. ITBA

18. In which instructional division is your major area of study

    A. Agribusiness F. Consumer & Home Services
    B. Business G. Industrial
    C. Liberal Arts & Sciences H. Service Occupations
    D. Graphics & Applied Arts I. Technology
    E. Health Occupations J. Telephone

19. Which one of the following describes you?

    A. Full-time (Associate Degree - 12 or more credits; Adult High School - 6 credits; Others - 24 or more hours)
    B. At least half-time (Associate Degree - 6-11 credits; Adult High School - 3 or 5 credits; Others - 12 to 23 clock hours per week)
    C. Less than half-time (Associate Degree - 1-5 credits; Adult High School - 1 credit; Others - 1-11 clock hours per week)

4 (OVER)

BEST COPY AVAILABLE

FOR ITEMS 11 THROUGH 33 SELECT FROM THE CHOICES BELOW THE RESPONSE WHICH BEST COMPLETES THE STATEMENT. IF YOU HAVE NOT USED THE SERVICE OR FACILITY MENTIONED AND YOU ARE THEREFORE UNFAMILIAR WITH IT, PLEASE SELECT CHOICE G. . . . WHAT MIGHT BE.

CHOICES

A. Excellent
B. Good
C. OK
D. Poor
E. Terrible
F. Of no concern to me
G. I cannot evaluate this

11. In terms of courtesy or caring, the concern I have taken at MAIC have been ...

12. The quality of training I have received at MAIC has been ...

13. The instructional facilities, (buildings, classrooms, ramps, labs, etc.) at MAIC are ...

14. The instructional equipment (tools, machines, calculators, computers, etc.) at MAIC is

15. The availability and willingness of instructors to help students outside of class are ...

16. The manner in which I have been treated (responsiveness, courteousness, helpfulness) by the MAIC instructors has been ...

17. The manner in which I have been treated (responsiveness, courteousness, helpfulness) by the MAIC administrative employees has been ...

Security officers (staff, assigned, etc.. at MAIC facilities is ...

18. Services and facilities for the handicapped at MAIC are ...

19. The availability of parking at or near MAIC is ...

20. Public transportation services to MAIC's facilities are ...

21. The availability of child day care at or near this MAIC campus is

22. The services provided by the library at MAIC are ...

23. The registration procedures at MAIC are ...

24. The services provided by the counselors (assistance in choosing a career, career planning, resolving personal problems, etc.) at MAIC are ...

25. The financial aid services (advising and assistance in obtaining grants, loans, work-study jobs, etc.) at MAIC are ...

26. The services provided by the bookstore at MAIC are ...

27. Tutoring services at MAIC are ...

28. The job placement services at MAIC are ...

29. Veterans' services at MAIC are ...

30. The student health services offered at MAIC are ...

31. The student activities offered at MAIC are ...

32. The personal counseling (crisis, personal, emotional) services at MAIC are ...

33. The food services offered at MAIC are ...

34. The athletic activities (both intramural and intercollegiate) at MAIC are ...

35. The student newspaper (lecturer, films, and campus announcements, etc.) at MAIC are ...

36. The student newspaper, The Times, is ...

37. The services that MAIC provides to old students in obtaining jobs are ...

38. The MAIC institutional activity (group which plans to serve the educational opportunity and social concern to programs is ...

39. The MAIC institutional activity (group organization with plans to serve educational opportunity and social concern to programs is ...

40. The faculty advising of students at MAIC has been ...

41. The manner in which I have been treated (helpfulness, courteousness, cooperativeness) when telephoning MAIC for information or services has been ...

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MATC STUDENT SURVEY QUESTIONNAIRE

EVENING SCHOOL

DIRECTIONS:--Read each item and its lettered responses. When you have decided which response is BEST, blacken the corresponding space on the answer sheet with a NUMBER 2 PENCIL (provided local school). Make your mark, completely enclosing the circle. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may be interpreted incorrectly when the sheet is machine tabulated.

1. What is your sex?

   A. Male B. Female

2. What is your age?

   A. Under 18 E. 35-39 H. 45-54
   B. 18-19 F. 25-30 I. 55-64
   C. 20-24 G. 40-44 J. 65 or over
   D. 25-29

3. What is your present marital status?

   A. Never Married D. Separated
   B. Married E. Widowed
   C. Divorced

4. How many dependent children do you have living with you?

   A. 0 D. 3 G. 6
   B. 1 E. 4 H. 7
   C. 2 F. 5 I. 8 or more

5. Would you use child care services if it were available at or near the campus you attend (free hours upon choice)?

   A. Yes B. No

6. What is your annual family income?

   A. Under $5,000 F. $25,000-$30,000
   B. $5,000-$9,999 G. $30,000-$35,000
   C. $10,000-$14,999 H. $35,000-$39,999
   D. $15,000-$19,999 I. $40,000-$44,999
   E. $20,000-$24,999 J. $45,000 or above

7. To which ethnic group do you belong?

   A. Asian D. Hispanic
   B. American Indian E. White
   C. Black

8. Which one language do you usually speak at home?

   A. English E. Vietnamese
   B. Spanish F. Other Asian Languages
   C. Lao G. Other European Languages
   D. Hmong H. African Languages

9. How many hours per week are you employed?

   A. I am unemployed F. 20-24
   B. Less than 5 G. 25-29
   C. 5-9 H. 30-34
   D. 10-14 I. 35-40
   E. 15-19 J. More than 40

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

    A. Yes B. No

11. Do you consider yourself to be physically handicapped?

    A. Yes B. No

12. Which one of the following best describes why you chose to attend MATC?

    A. Location D. Reputation
    B. Time E. Course
    C. Cost F. Program

13. Are you receiving student financial aid?

    A. Yes B. No

(OVER)

14. Which one of the following best describes how you most often get to MATC?

    A. Drive an automobile E. Bicycle
    B. Car pool F. Bus
    C. Passenger in an automobile G. Taxi
    D. Motorcycle/motorbike H. Walk
    I. Other

15. Which one of the following BEST describes your highest level of formal education?

    A. Less than eighth grade diploma
    B. Eighth grade diploma but less than a high school diploma
    C. High school diploma or GED certificate
    D. Vocational Diploma or Certificate
    E. 1 to 30 college credits
    F. 31 to 60 college credits
    G. More than 61 college credits but no degree
    H. Associate Degree
    I. Bachelor's Degree
    J. Graduate Degree

16. Which one of the following MOST influenced you to attend MATC?

    A. High school teachers
    B. High school counselor
    C. MATC representative at your high school
    D. Special agency assistance
    E. Parents or other relatives
    F. Employer
    G. Courses or Course MATC offers
    H. Radio, TV, billboard, or newspaper publicity
    I. Class schedule or other educational mailed to you

17. Which one of the following BEST describes your major objective for taking courses at MATC?

    A. Acquire basic personal education skills
    B. Earn a high school diploma
    C. Prepare for the GED exam
    D. Earn a vocational certificate or diploma
    E. earn an associate degree
    F. Earn credits for transfer to a 4-year college
    G. Improve present job skills
    H. Acquire skills for a new job
    I. Fulfill the requirements for an apprenticeship
    J. Personal fulfillment or enjoyment

18. Which one of the following BEST describes the class you are now in?

    A. Adult High School G. Developmental (GED courses)
    B. Apprentice
    C. Associate Degree (100 courses) H. Adult (300 or 400 courses in Liberal Arts and Sciences
    D. College Parallel (200 courses)
    E. High School Graduate
    F. Vocational (300 or 400 courses) I. JTPA

19. In which instructional division is your major area of study?

    A. Agribusiness F. Consumer & Home Services
    B. Business G. Industrial
    C. Liberal Arts & Sciences H. Service Occupations
    D. Graphic & Applied Arts I. Technical
    E. Health Occupations J. Telecommun

20. Which one of the following describes you?

    A. Full-time (Associate Degree - 12 or more credits; Adult High School - 9 credits; Others - 24 or more hours)
    B. At least half-time (Associate Degree - 6-11 credits; Adult High School - 3 or 5 credits; Others - 12 to 23 class hours per week)
    C. Less than half-time (Associate Degree - 1-5 credits; Adult High School - 1 credit; Others - 1-11 class hours per week)

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[illegible] ITEMS 21 THROUGH 47. SELECT FROM THE CHOICES BELOW THE RESPONSE WHICH BEST COMPLETES THE STATEMENT. [illegible]

CHOICES
A. Excellent
B. Good
C. OK
D. Poor
E. Terrible
F. DK or prefer not to say
G. I [illegible]

21. In terms of overall my needs, the resources I have taken at MAIC have been ...

22. The quality of training I have received at MAIC has been ...

23. The instructional facilities, (buildings, classrooms, ranges, labs, etc.) at MAIC are ...

24. The instructional equipment (books, computers, audiovisuals, computers, etc.) at MAIC is ...

25. The availability and willingness of instructors to help students outside of class are ...

26. The manner in which I have been treated (professionalism, courteousness, cultural sensitivity) by the MAIC instructors has been ...

27. The manner in which I have been treated (professionalism, courteousness, cultural sensitivity) by the MAIC administrative employees has been ...

28. Secretary service (mail, accounts, etc.) at MAIC facilities is ...

29. Services and facilities for the handicapped at MAIC are ...

30. The availability of parking at or near MAIC is ...

31. Public transportation services to MAIC's facilities are ...

32. The availability of child day care at or near this MAIC campus is ...

33. The services provided by the library at MAIC are ...

34. The [illegible] provided at MAIC are ...

35. The services provided by the [illegible] organization in obtaining a [illegible] (housing [illegible], shopping, [illegible], etc.) at MAIC are ...

36. The financial aid services (advising and assistance in obtaining grants, loans, [illegible] jobs, etc.) at MAIC are ...

37. The services provided by the Commissary at MAIC are ...

38. Personnel services at MAIC are ...

39. The Job Placement Services at MAIC are ...

40. Veterans' services at MAIC are ...

41. The maintenance and cleanliness of MAIC's facilities are ...

42. The food services offered at MAIC are ...

43. The campus newspaper, The Times, is ...

44. The MAIC intercollegiate athletic teams which present to local organizations opportunity and equal access to participate is ...

45. The MAIC intramural athletic program organization with regard to equal organizational opportunity and equal access to participate is ...

46. The faculty advising of students at MAIC has been ...

47. The manner in which I have been treated (professionalism, courteousness, cooperativeness) while [illegible] MAIC for [illegible] or service has been ...

BEST COPY AVAILABLE

Appendix E

Dean's Report and Recommendations Based on the 1994 MATC Student Survey Questionnaire

The 1994 MATC Student Survey showed the following comparison between the CHSD and Overall MATC students:

1. CHSD students are more likely female;
2. CHSD students seems to have lower average family income;
3. CHSD students are less likely to choose MATC based on schedule and cost but more likely to choose MATC based on program;
4. CHSD students are more likely to already have a vocational diploma or certificate but still seemed to show interest to acquire additional vocational diploma or certificate for skills for a new job;
5. CHSD students are more likely in the vocational programs at the time the survey was taken;
6. CHSD students are more likely full-time;
7. the three biggest influences to attend MATC for both groups seemed to be - class schedule, printed mailed materials, parents, relatives, current and former MATC students.

Based on the above observations from the survey, it is recommended that:

1. each and specific programs in the CHSD should be promoted to the entire MATC service area;

2. brochures and printed materials should reflect diversity of students and successful graduates and mailed to targeted population;

3. marketing should be coordinated with the Marketing Division;

4. recruiters should encourage parents and relatives from community organizations as well as former and current MATC students to participate in recruitment programs;

5. programs should address the needs of students and industry for short term programs that will provide skills that will facilitate employment;

6. all programs should be reviewed for alternate delivery, multiple entry and exit and distance learning;

7. the division should develop short term vocational diploma programs related to the service industry.